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(For the NEW YORK SCHOOL JOURNAL.)

My Scholar.

BY MARIE S. LADD.

When in the class demure she sits,
I like to mark her glowing eye,
So noiseless through the room she glides,
I like to see her floating by.

This scholar's presence with it brings,
To quickened nerves no touch of pain,
No jarring chord that harshly rings,
Upon her teacher's weary brain.

How softly play the changeful gleams,
That shed their light upon her face,
Thoughts reflex, that in varying beams,
Lends to expression finest grace.

Within that orb I long have read,
How pure a soul speaks through its light,
A soul on aspirations fed,
That shuns the wrong and seeks the right.

(For the NEW YORK SCHOOL JOURNAL.)

The New York Teacher on the Prairie.

Mr. and Mrs. Carr have just arrived from New York; they are old school friends of ours, and we have looked forward to this anticipated visit with much pleasure.

"But how are we to entertain our city friends?" My brother suggested that we take a trip into the country. When this idea was proposed during the second week of their stay, they were more than well pleased: and aunt Tabathia said, "a sniff of country air was just what we all needed."

Aunt Tabathia has lived with us many years; she is a home body, and thinks that home is the only place for a woman; and in that place she must be morning, noon, and night, and even during the hours which intervene, she says, "There's plenty of odd chores to do, which should exclude fashionable calls, gadding of any sort."

I do not agree with her, but we never quarrel, no, never. I allow her to carry out her views in this matter to the letter; and she never interferes with me in my daily illustrations of woman's life.

But aunt Tabathia was young once like myself. Happy and gay, too, so I've been told. Indeed I have heard many a one say, "She was the handsomest and best maiden in the village and county around." In after years her husband shone a brilliant star, and she rejoiced in his success.

But when Dame Fortune came to scatter her gifts to a generation, she frowned darkly upon poor Aunt Tabathia and took from her this joy. The blow was sudden; it rent her heart strings sore. She could not brave the tide and storms alone, they said. For many a day, and weeks perhaps, she lived twixt reason and despair, and then, said she, "This life to me is all a dreary waste."

She came to us at last. We greeted her as one who was to be our guiding star; in former years she was said to have been quite literary, but since that darkness came upon her she has thrown aside pen, ink and paper, and given to us all her energy and devotion.

What would we do without her? No one in this house can answer. She makes the comfort of this home her study day and night; the children give to her their heart's best affections; and always answer when asked who they liked best: "Papa, Mamma and Auntie."

"But don't you like your Papa and Mamma the best of all?"

"No, I like all alike."

So you see in this way aunt Tabathia's position was fully defined.

The carriage was hired; one of the best in town, holding six persons. Aunt Tabathia said, "If we intended to take a six days trip, we must carry our own bread and butter, that we may, when we choose, eat by ourselves in the green woods." This plan pleased us well, and we spent one whole day in baking bread, pies, cake and meat. What a happy time for all,—Aunt Tabathia was chief, and she was consulted on all points.

Wednesday morning, saw the carriage at the door. The horse danced and pranced as if they, too, felt the importance of that occasion.

The large tin box containing our eatables was, at Aunt Tabathia's earnest request, given a place near herself; we were all soon seated, and off we drove, our horses trotting along in fine style.

At one o'clock they had carried us fifteen miles, to a delightful way side spring. We all thought it a charming place in which to partake of our first country meal.

The horses also seemed ready to take a rest, and stop suddenly, when Mr. —, the bachelor of our company, drew up the lines; We all jumped out; all but poor aunt Tabathia. She could not move an inch; she had sat cramped up in one position so long that her limbs were not at all willing to obey the demand which forced itself upon them. So she said quietly to me, "now you wait a moment or two until I get a little settled in my mind; as I would like to sit here and take a look around. I really think this country, sky and soil is going to do us a world of good. You may just take this horrid box from under my feet; I guess it has nearly stopped all circulation. You may as well put it in the front seat after dinner. Mr. B—— will you please take this box?"

I left Aunt Tabathia to attend to the selection of a cool, shady place in which to spread our table; or food rather. As I glanced back I saw Aunt Tabathia in an attitude about to rise; when I looked again she was stepping down and out; much to my relief for I knew well enough that she had been greatly concerned respecting the opening of the tin box; and that she alone wished to superintend that choice lunch; for she had placed everything in its own corner, and had even separated our first meal from the other food, so that all should not be mussed.

If you have ever taken a jolly trip like this, then you can well imagine what a party of hungry persons sat down to our first way side dinner. Mr. and Mrs. Carr, had their bottle of coffee. Aunt Tabathia and Mr. B—— their bottle of tea, and I my bottle of sweetened cream and water. At the proper time I uncorked my bottle, when lo! and behold! out came butter-milk. Could it be possible, that the slight jolting of a fine spring carriage would turn equal proportions of cream and water into a rich yellow butter? Aunt Tabathia was in high glee over my misfortune; and she cried triumphantly "I told you so, I told you so." which words were indeed true.

It was proposed to break the bottle's neck; drink the butter-milk, and sell the butter. However, it would take

a better pen than mine to relate all the laughable incidents of that occasion. Aunt Tabathia's tea went round to cheer our thirsty souls, hence the loss of my sweetened cream was somewhat made up.

Yes, I wish that I could give to you some idea of the height and depth and breadth of our first meal under a June sky, shaded by the friendly branches of those trees. Should your heart yearn after the same; never let it be satisfied until you have invited a few friends to go with you, and do likewise. It is pleasant for one meal alone; a dinner or tea; but for a whole week it is grand and jolly.

After an hour's rest the horses were harnessed, and we started off at a lively rate toward the little town of T——, where we intended to remain over night. We gave vent to our happy hearts along the way by sending forth our sweetest notes in song. If we happened to be passing a farm house just in the midst of one of these soul-stirring melodies, out came a dozen dogs to eat us up. At the doors, and windows might be seen faces of all ages, with eyes, mouths and ears wide open.

Many a poor farmer's family was, during that week made the recipients of (what we termed) a fine free concert. During our second day's journey we all decided that it was not best to waste our "sweetness on the desert air," but wait until we came near to a rustic log cabin; then time our voices, and drive slowly; thus making a little change in the daily programme of these good people, and also, making our hearts glad to feel that we were contributing to the cause of humanity.

We arrived at T—— about 8 P. M., just before dark.

Aunt Tabathia was "dead set" on eating her own food. She said that "when people were satisfied to exist with such dirty front windows, there was no telling about the kitchen arrangements;" hence the precious box was taken up into the sitting-room, and supper ordered for five only.

While at the table my thoughts wandered much toward Aunt Tabathia, and within my breast was a strange longing for something higher. On going up stairs, Aunt Tabathia asked how I had enjoyed my supper. I said, "not much," to which she replied, "I told you so. Here take some of this tongue, and biscuit."

Mr. Carr said, "in order to get an early start the next morning, we should retire as soon after tea as possible." As Aunt Tabathia would not sleep alone in a strange house, I volunteered to be her companion. We were given a large sitting-room with two bed-rooms off. Aunt Tabathia and I had one, Mr. and Mrs. Carr the other; Charles and Mr. B were sent up to the next story, into a miserable, untidy room, (so they said.)

I had never before realized how timid Aunt Tabathia was. Why should I? We had never before been placed in any state, or condition, whereby these natural peculiarities were forced to make themselves manifest. As she insisted on eating her own food, just so did she insist on keeping the light burning all night. She was not going to have any one stealing her gold watch, bosom pin, and false teeth, and after locking the hall door, she argued just as strongly the importance of making it still more secure by placing the table with all the chairs on top, against the door. I joked her considerably about her lack of nerve, but she said, that she "thought she had manifested more nerve than all the others of the party put together."

Tranquillity reigned at last. For a half hour we indulged in freedom from all agitation, and had well nigh entered the land of sleep, when a sudden spring, then a heavy thump upon the floor, aroused me at once to consciousness. What did I hear? On opening my eyes, what did I behold? Aunt Tabathia; yes, Aunt Tabathia, with disheveled hair, and glaring eyes, in an attitude of seeming defense. Quick as thought I sprang up to investigate the cause of this strange movement, when she exclaimed, "There; Nellie,

you may sleep if you can, but just look at that bed, will you, and behold the number of live stock which have come to be fed; and it's my light which has hastened their visitation. I told you so." I did look and behold; such numbers as I never saw before; running to and fro, hither and thither; all sizes, thin, thick, long, short, and red. I said, "what is to be done?"

"Done! Why nothing of course, just let them have their own way. It's not my intention to feed them, however."

"But, Aunt Tabby, you must have sleep."

"Yes, but I can keep this easy chair company, and you must arrange a bed on chairs, I'll help you."

A voice from the room opposite asked, "Have you found enemies?"

"Yes, we have been attacked, and no quarter shown us."

Mrs. Carr came over to our room, and, after holding a consultation of war, we decided to don our citizens dress, and rest as best we could. We all slept some; but our dreams were not of the most agreeable character.

The next morning, just before leaving the house, I saw Aunt Tabathia talking in a very confidential way with the chambermaid, who seemed somewhat embarrassed and confused.

We left this place for R—, a distance of thirty miles; just a pleasant day's drive. We took dinner at 1 o'clock, in a fine maple grove, near a farm house, where we procured a supply of nice rich milk; our dinner was even more agreeable than on the day before, for we had much to rehearse of late experience. Mr. B— was the soul of wit, and Aunt Tabathia was as fond of the ridiculous.

"But after all," said Mr. B—, "we must not be too severe on these pioneer hotels, for this country is so new, one cannot do as they would like."

Mr. and Mrs. Carr said they were very glad to be able to experience in such a comfortable and agreeable way the disadvantages of frontier life. Another night passed. We found the little hotel at R—, quite an improvement over the one at T—. Still, the hay beds were not at all agreeable to Aunt Tabathia, but she could endure anything in this world but dirt and disorder.

We left R—for our home trip by another route. Mr. B— said that he knew the way, and he thought it would be a much pleasanter road to take, hence, we followed his advice, and he became our guide. The result was, that 12 o'clock came, and we found ourselves on an open prairie, no one knew where. However, he was sure it was the right road, so on we went until 2 o'clock, when we came to a small log house on the bank of the river. After inquiry, we found that we could go no farther in the right direction unless we choose to cross, or ford the river; going down a very steep bank, and through a long ravine.

This was indeed discouraging. Mr. B— thought it best to take a little lunch before settling the matter, which we at once prepared to do. The lady at whose house we were, made us some delicious coffee, and we spread our food out in pioneer style. The long ride, and the lateness of the hour, gave us an unbounded appetite.

On going to survey the premises after dinner, we ladies, thought the carriage way down through the ravine looked quite formidable, and choose rather to get ourselves down as best we could alone; the gentlemen going with the carriage.

We met at the river; after some delay, the ladies stepped up into the carriage to be borne over to the opposite bank. We all feared some misfortune, anxiety was on every face, but Aunt Tabathia spoke not a word; her face was a shade paler, and she grasped tightly the side of the carriage.

Down, down we went; then into the middle we went. "All right," said Mr. B, "the water is only four feet deep." On gaining the bank, and just as all was dismissed down, down went the back seat. A scream from Aunt Tabathia. A pull on the reins. A sudden halt. "The bolt is gone," said Mr. B—, "We must all jump out at once," so we jumped.

Yes, the bolt was lost; no one could find it; lost in the river. Mr. B— said, that "the water was so very clear, and shallow he could easily wade in and find it."

The ladies walked on for a mile or more, leaving the gentlemen to their search. We found a cosy little spot where we sat for an hour reading from Ruskin, and Harpers alternately.

Mr. Carr came up at last and informed us of their troubles. Mr. B— after a long search in the river without success, was finally obliged to return to the house on the hill and beg something that would answer said purpose until we arrived at the nearest town, a distance of fifteen miles.

The carriage soon came, and we were all once more comfortably seated. After riding for about two hours, we came to a fine large frame house. Mr. Carr thought that we must be near some town, as no one would build so good a house very far out on the prairie. On inquiry we learn-

ed that we were within four miles of the very town from which we had started at 8 o'clock that morning. So much for Mr. B—'s wisdom; however, Mr. Carr enjoyed the joke hugely, and we all thought it added much to the romance of the occasion.

We arrived at R— just in time for tea, and were pretty tired and hungry. We occupied the same rooms which were given to us the night previous, and were right glad to be in such comfortable quarters, for a severe storm was impending we were only too fortunate to have escaped.

The next morning, Mr. B— proposed driving the whole way home, as the rain had made clear the atmosphere, and settled the dust.

"How far," asked Mr. Carr.

"Fifty miles."

"At the East, we would call that a fearful day's drive."

"Yes, but western people drive faster than you eastern men. I've often driven from here to N— in a day and got in before tea," replied Mr. B—.

"Well, you must have been more sure of your road than you were yesterday," said Aunt Tabathia.

At this bit of sarcasm the smiles went round, but Mr. B only waved his hand, and shook his head.

It was at last decided to drive the fifty miles that day.

Aunt Tabathia was much opposed to the arrangement, for, having heard much said of the beautiful little town of C—, she wished to remain there a few hours at least, on our way home.

The gentleman left us for a short time to attend to the bills, and to see that the carriage was all right. I proposed that we ladies take a run around town for a little while, which we did. On returning to the hotel we were informed that the carriage proved to be needing some repairs, and we would be obliged to remain until after dinner. Aunt Tabathia was satisfied; she had won her point.

We visited a few stores during the forenoon, Mrs. Carr thought it did look so very odd, and strange to see groceries, boots and shoes mixed up in so promiscuous a manner with dry goods, but I assured her that such was essential to a genuine pioneer merchant.

After dinner we were ready again to jump into the carriage and continue our journey to the town of which Aunt Tabathia had so earnestly spoken. The hotel there was not of the cleanest, and as we drove up to the door that evening, Aunt Tabathia said, "There; I shall cling to the cold visuals this evening, if they are dry."

After tea we had ample time to stroll about town; in our walk we discovered several log houses with beautiful flower gardens in front. These were quite a novelty to both Mrs. Carr and Aunt Tabathia; Mrs. Carr was so desirous of entering one, that we at last ventured to go up to the door and ask for a drink of water, which was soon drawn from an open well, in an oaken bucket. The interior of said log house was charming, with its rag carpet, white curtains, and lovely hanging basket of green.

When we returned to the dingy hotel, Aunt Tabathia and I were shown to a corner room on the second floor, and she was disgusted beyond measure with its untidy appearance.

On opening the bed I found—what do you think? A table cloth, "Aunt Tabathia, can it be possible?"

"Well, well, don't say one word; we are much more sure of its being clean than as if it were a sheet; but did you ever hear of the like before?"

"No, never indeed."

After settling ourselves snugly in bed, and while talking over our adventures, there came a slight tap at the door.

"Who's there," cried Aunt Tabathia.

"I've made a mistake and gave you a table spread," said the voice on the outside.

"Well, never mind now, its good enough for us; if your sheet is clean take it for your table; no one here will know the difference, and we'll not tell."

Away she walked. Aunt Tabathia was positive from the tone of that girl's voice, and the very sound of the footsteps that it was no uncommon thing in that house to use their sheets for table spreads.

Meeting the next morning in the sitting-room below, we were each glad to learn that the others had rested comfortably, and I could see by the twinkling of the eyes that someone beside ourselves had a laughable story to relate. I knew that Aunt Tabathia's mind was in a state of painful uneasiness, but she had promised not to say one word here, and whatever she promised was indeed sure. However, she flew around at a great rate, picking up shawls, baskets, books, etc., and in every way spreading our departure.

Not until we were well on our way did we feel at liberty to relate to each other our varied experiences, which were indeed laughable, and ludicrous beyond measure, and was food for sport until our arrival home.

As we drove into town, the children were just coming from school. When we drove up to our gate Charley and

the hired girl were playing ball in the front yard. "Aunt Tabathia exclaimed, 'well I'm glad I went, and I'm glad to get home.'"

When I entered the sitting-room, I saw at a glance that the carpet could not have felt the touch of a broom since our departure; but when my girl came to me and said, "I have neglected everything else for the care of Charley," I was satisfied.

Mr. B— went to take the horses and carriage home, after which he returned to dine with us. At dinner Mr. Carr said that he "felt five years younger, and wished that every teacher in New York might take just such a trip on a larger scale."

Mr. B— proposed that this same party go every summer, to which proposal we all agreed, but fourteen summers have passed since that party separated; never again having met.

Mr. B— is no longer a bachelor, having since married a gay young widow; but he still teaches in New York, and Mr. and Mrs. Carr never neglects sending me a good long letter every month from New York.

(For the NEW YORK SCHOOL JOURNAL).

Sauciness—Cause and Cure.

Last week I wrote a short note to a certain individual, requesting an immediate answer. I am almost sure that I enclosed a stamp to convey said answer back to me; however, as I am somewhat absent-minded, my natural sense of etiquette was of course lost in forgetfulness, as a postal only was returned to me, on one corner of which was written:

"What is your opinion of sauciness—its cause and cure?"

This sentence quite disconcerted me for a moment, and I said to myself, "Has my pen produced the desire in said person's heart to ask this question?"

I tried to recall my own words, but failed to remember one idea that would be likely to make it necessary to raise so strange a question as this. But never mind. I'll not be sensitive, for sensitive people are always in trouble and are miserably unhappy. I will answer the question in just as amiable a manner as my natural amiable nature will allow. To begin, I would first give the word Sauciness a scientific definition, which, to learned and inquiring minds, will be far more satisfactory than a mere perusal in a practical way.

Sauciness is derived from the word sauce.

Positive—sauce, Comparative—saucier. Superlative—saucy.

The root of the word Sauce is a mixture, or composition to accompany some article of food, to give it a higher relish. Saucier is that which holds the food and sauce when compounded; thence comes the word saucy; and farther on we find the expanded and extended final, Sauciness, which takes quite a different meaning, and is always used in connection with the human race, and goes to make up a portion of the natural qualities of the heart.

Sauciness is like unto boldness, petulance, impudence; these ingredients are more especially for home use, but are quite often taken into business life by men of high degree. Sauciness is a quality indigenous to some natures, and when we see it thus growing in its native soil, we may know that it is the sauce which helps said nature to a higher relish for strife and discord. But we will leave the scientific, and step down to the serious and practical for a moment.

It is said that "love begets love"; so also sauciness begets sauciness, and it is a most unfortunate circumstance or strange providence when two human souls, with this same saucy inclination, are forced to dwell together under one roof; for it is wrangle at breakfast, it's wrangle at noon, it's wrangle at tea; hence the children, taking up the thread of discord, quickly weave it into the tender place of their young hearts, until it has become a principle as fixed as the stars, and soon another generation goes out into the world to begin their work of discord. However, when nature has not given to the man this quality, there is still another successful way of implanting it in the heart of youth; in fact, there are so many different ways in which it can be made to take root, that it seemeth almost an endless task to even begin.

Too much indulgence on the part of parents will soon lead the child to this habit, also for parents to laugh at the young child when he says some wonderful saucy little thing, seeming beyond his years. On the other hand, a parent or teacher may, by carrying out their ideas of superiority, irritate and sour the mind of the child until he loses all patience, and at last gives vent in bursts of saucy words, which usually grow more sour and saucy, as the parent or teacher grows more superior in their own judgment. Two teachers in our public-schools here have this year resigned. Why? The answer is, Because their sour, saucy natures have given to the children of their Schools such a disposition to grumble and find fault; jars, broils and discord reign-

ed until at last one School dwindled in numbers to one-half its usual size.

If the children of some homes could so easily go out from under the influence of sour and saucy parents, the effect might work a wonderful cure in the short-sighted fathers and mothers of the land.

When sauciness is inborn, it is as unfortunate to the individual as a deformity of body. Yes, far more so, for some physical deformity brings from the hearts of men sympathy and pity, while a sour sauciness genders hate and censure.

It will not fail to be made clear to the eye of the close observer that a saucy, impertinent, petulant man is narrow in intellect, narrow in heart, narrow in everything which goes to make up a beautiful life.

The whole world is a sour dwelling-place for him, and he cannot understand why the rest of mankind are so merry. There is no June or September to his life. If once in a score of years some circumstance should wring from them a tear, even that would be sour, and likely as not, the first word after, the tear would come as naturally as ever, sour and saucy.

To answer the question, What is the cause of sauciness? I would give as my opinion, then, that it comes from nature and education; education in varied ways. A sure cure for man is to drink freely from the fountain of living water of life—which is Christ.

"Therefore, if any man be in Christ, he is a new creature: old things are passed away, behold, all things are become new."

The youth may also partake, and find healing in its waves but for the young child a cure can only be obtained by transplanting him from the discordant atmosphere into that which is holy and pure, and where "a little heaven leaveth the whole lump."

School Discipline.

School discipline is a complex idea. It may be defined to be that power of control which produces and sustains order. If this definition is comprehensive, we shall find within it all the parts we seek. If we fix the nature of order and the laws of that power of control which produces and sustains it, it would seem that our task is done. We have proceeded a step in our analysis, and found the first division. What is order? It is fitness of condition in things. As applied to a school, it means fitness of condition in all the parties comprehended in the idea of a school. The parties in this idea may be enumerated as follows: 1st, the district as a body-politic; 2d, the parents or guardians; 3d, the children, 4th, the teachers.

The teacher is in order, 1st, when he is thoroughly master of himself; that is, a man of robust morality and discretion; 2d, when he possesses the clearest mastery of the subject he is presumed to teach; and 3d, when he apprehends correctly all the relations surrounding and centering in him.

If our propositions are true, we see that justice is an important element in school-discipline, and that the teacher ought to be qualified to perform judicial functions.

To remedy existing evils, and to avoid the recurrence of future evils, the Teacher should be incapable of injustice, and he will be so incapable if he is in the condition of order mentioned above.

We may examine school-justice under the 3d division of the teacher's condition of order. Injustice is a violation of personal rights, and is a specific form of wrong. Rights are given by the Creator, and are justly alienable only by voluntary choice, or in consequence of crime or of the necessities of society.

The teacher who is determined to be just will eventually have a well-disciplined school, though it may take time to restore the demoralized conditions to their proper tone.

The judicial functions of the teacher then consist in clearly defining the rights of all the parties at interest, and securing those rights to their possessors in their fullest exercise. This is discipline. This is government in a school, and it is a government in a state.

We find it a business requiring the most matured powers, and are thus enabled to see the folly of the custom prevailing all over this nation of placing mere children in charge of schools.

In this theory of discipline, we are searching for underlying truths and should not shrink from any of the consequences of our premises.

We may return over our ground again, and see what is implied in the positions taken. What do we mean in saying that the teacher should be thoroughly master of himself?—We mean that he should have all his faculties and powers under full control. This implies a knowledge of those faculties and their respective provinces in the economy of his being. This control implies not only the restraining from excess, but also the enforcing of exercise within their province.

This seems severe, but it is true, and gives the only meaning of the ancient admonition, Know thyself.

What do we mean by saying that the teacher should possess the clearest mastery of the subjects he is presumed to teach? We mean that he must be a student, keeping his matter alive by fresh investigations, and by constantly enlarging his mental vision. If he is intellectually lazy or destitute of studious tastes, his matter will dry up and he will feed the children on husks.

A mere cramming of innutritious and undigestible things must disturb their conditions of order, and detract largely from the power of control. The victims of injustice cannot be in order. There may be an unnatural and forced appearance of order under the mere operation of physical fear. But physical fear is foreign to a correct discipline under ordinary circumstances.

Its use as a motive is justifiable only in case of a thoroughly perverted moral nature.

The power of control is seen therefore to be altogether a moral power. We get the highest control over others by teaching them, both by precept and example, to control themselves. Nature is in order. So is human nature until it is perverted by unnatural disturbances.

Discipline, then, in order to the attainment of its highest efficiency, must have for its object the prevention of perversions, and the restoration to sound health of perverted parts.

We are brought again to the teacher's third condition of order, viz: the clear apprehension of all the relations surrounding and centering in him.

The clear apprehension of these relations implies a knowledge of very many facts and sequences.

Without clear knowledge of these facts and their laws, he cannot adjust the activities of his field to harmonious movement.

Nature does not pardon ignorance: she strikes back at the bungler with telling force, and brings confusion to all his calculations. But she is the faithful slave of the wise, bearing their burdens and redeeming their predictions.

Rights and duties are generally correlative terms. Duty, then, would seem to be the central and fundamental element of discipline; and the first and most vital duty in the case would be to get wisdom, get understanding.

A sense of duty is good, but when it is supplemented with a knowledge of duty, it is irresistible.

Here we have a complete synthesis of the teacher's three conditions of order, if we may so term them. Knowledge of duty teaches him how to act; sense of duty enforces the action.

What dignity and grandeur must surround the man who is the exponent of correct discipline! What dignity he must impart to his calling! What a powerful force for good he must introduce into society!

He cannot fail to be brought near to that Source of all wisdom, love and beneficence, and to have his labors sanctioned and sanctified by the approving voice of the great Master, who has given his laws to the universe.—*Philosophy of School Discipline*, by JOHN KENNEDY. (Davis, Bardeen & Co.)

For the NEW YORK SCHOOL JOURNAL.

The Debt of Mathematics to the Quadrature

No subject in mathematics has ever had more useful and important effect upon the affairs of men than that of the quadrature of the circle. We can appreciate this statement when we consider how much mankind have been benefitted by mathematical investigations, calculations and discoveries. The trigonometrical tables are based upon the quantity 3.1415926, which was determined through operations directly connected with researches into the question of the quadrature. And we all know the great obligation our present civilization is under to these tables for success in astronomy, navigation, and mercantile transactions generally. From profound reflections arising through the quadrature, Newton, Descartes, Leibnitz, La Place, La Grange and other eminent mathematicians invented and developed the differential and integral calculus, which is to-day the highest glory in the mental achievement of man. It is needless to say that owing to the assiduous application of these celebrated men much interest was manifested in their labors in all parts of Europe. And, as it was observed that these mathematicians in treating curve areas entertained the supposition that the perimeters of polygons described about the circle gradually approached the circumference and merged into it, they really and simply gave in new form the "method of exhaustions," which had been condemned by the ancient geometers as inconsistent with strict geometrical reasoning, so that the result of their operations was submitted to a practical test before the Royal Society of London by means of a glass-sphere immersed in a vessel of water, and it was discovered that their calculations gave an error in excess.

This fact attracted to the quadrature a still wider interest than it had before and down to the present time, the number of mathematicians who have grappled with it has increased to an almost incredible extent, all doomed to failure, however, because they could not disabuse their minds of the delusion that the circle is a polygon, or that the circumference is a function of its area. Nearly twenty years ago, just after leaving the University of Georgia, where I was educated, my attention was singularly attracted to this subject, and I became at once impressed with the idea that its solution could be only effected by a departure from the accepted methods of geometers, which I found to be fundamentally defective, as they were in contradiction of the definitions which geometers themselves gave for the straight and curve lines; and, evidently, no system of reasoning could be tenable which ignored those very definitions which distinguish the straight line from the curve. I considered that as the two lines were essentially different, magnitudes formed by them, respectively, required different processes to determine their properties.

Following up this idea, I published a demonstration proving that the circle is exactly $3R^2$, and at the same time offered a prize of \$1,000 to any one who would overthrow my reasoning. My offer is still in force. The boldness of this immediately attracted considerable interest throughout the Southern States during the years 1861-'62-'63 and '64, and issue was joined with me by a mathematician writing under the name de plume of "Dalton," when two committees were appointed to decide the same; they were:

Prof. Lewis R. Gibbes, Charleston College.

"James H. Carlisle, Wofford.

"J. S. Kidney, St. Thaddeus' Academy.

Committee for Dalton.

Supt. P. F. Stevens, So. Car. Mil. Academy.

Prof. Chas. S. Venable, Univ. of Virginia.

W. B. Carlisle, Esq., editor Charleston Courier.

Com. for myself.

It was during this excited discussion of my theorem that a Mr. J. W. Schulae had two tin cups made, and exhibited them at the office of the Charleston Courier. These cups were of the following dimensions, namely: a round one $3\frac{1}{2}$ inches diameter, and a square one $12.12\frac{1}{2}$ inches perimeter, both having same height, and they held equal quantities.—The height being the same, their bases were equal; hence, inductively, a circle $3\frac{1}{2}$ inches diameter is equal to a square $12.12\frac{1}{2}$ inches perimeter. As $12.12\frac{1}{2}$ perimeter makes the side of the square $3.03\frac{1}{2}$, we have, superficial area equal to $9\frac{3}{16}$. But $9\frac{3}{16} = 3(1\frac{3}{4})^2$, which is $3R^2$ for the circle and its equivalent square. So that I became possessed of a practical proof of my theorem.

The above committees never made any decision, and in the year 1864 I visited England and laid my discovery before prominent mathematicians and learned societies in Europe. In 1866 I came to New York and published a treatise on geometry, which became highly complimented on the direct method of reasoning which I adopted in all cases, excluding entirely the Reductio ad Absurdum. And it may not be out of place to state that the method which I adopted in geometry led me naturally in opposition to Prof. Chas. Davies, LL.D., in his Legendre; but, I have the satisfaction of observing that he remodelled Prop. 16 Book V. in consequence of my criticisms upon it, which, in the latest edition, is now Prop. 15, Book V., and also, of observing that though he had strenuously upheld the Reductio ad Absurdum for nearly forty years, he, in 1873, published a little work repudiating that process of reasoning. I have in manuscript form the correspondence in which I was engaged during nearly twenty years with prominent English and American mathematicians, which I propose to publish in book form, and thus give to the public much new matter in geometry.

LAWRENCE SLUTER BENSON.

(For the NEW YORK SCHOOL JOURNAL.)

Country Teachers.

Do not be discouraged; work for the love of the cause—remember the souls in your care, the tender buds just reaching forth for protection. It is you who can twine them, for this they were intrusted to your care. How different are our country-schools from our city or graded school. Here the teacher is expected to go to see the trustee, then the director, then visit the most of the patrons, find how their pulses feel over the subject of the school.

My lady-teachers, did you ever go to a country-district to get a school; call at the first house, inquire for the master; you would be told by the mistress he was out somewhere, but would be in presently; whilst waiting, you would let your conversation drift on teaching, and that you were out "trying to get a school." She would perhaps say, "We must have a man-Teacher here; there is no use talking, no woman can manage the big boys; they are too bad; you

have no idea how they done last winter; we had a bit of a young thing to teach our school, just from college; did not know much: let them play all the time, tearing up their clothes; I do not know how many aprons I made Betsy, Jane and Ellen, and now just look at them. I told Mr. Jones it would never do; we must have a man to keep them straight; mine ain't as bad as some others in the district, and I do not want them whipped for what other children do. O how I wish Jones would move out of this district."

After waiting until you are nervous, hearing from all of the families in the district, in comes Mr. Jones. Mr. and Mrs. Jones says: "Well, there is another woman trying for a school; now you know what you said last year when we had that young bit of a thing."

Jones very coolly tells all about his crops; how much corn he thinks he will crib, what field he expects put in oats next year, how many hogs to fatten, how many to kill for meat; examines you very carefully, asks how old you are, what is your name, and if those Smiths over the creek are relations of yours; says he has known them a long time, mighty fine people; asks if you have ever taught school; did you ever have any trouble with the big boys; this is a rather hard place for a lady, but if you are willing to try it he will do the best he can for you, etc.

And so you visit every house in the district, meet with similar results. Do you sometimes almost wish you was a man; I wonder if they have any trouble, or does every one think they make the best teachers because God has given them more physical power.

Ashby's Mills, Ind.

INDEX.

School Inspection.

Inspection of a Reading Lesson. The inspector, accompanied by the principal teacher, goes to the class-room, where the first-year pupil-teacher is to take his reading-lesson. They place themselves where, with least intrusion, they can best observe and hear all that passes between the young teacher and his scholars. The principal teacher does not, of course, interfere at all: the inspector only so far as the shortness of the time at his disposal renders it necessary for him, when satisfied on one part of the process, to ask the pupil-teacher to pass to a latter part. For example, in the above supposed programme, the reading lesson of the first-year pupil-teacher will really last half an hour; but the inspector can only afford fifteen minutes for it. He must, therefore, if he wants to see the pupil-teacher's teaching in all the different parts of a reading lesson, stop him, when he is satisfied with one part of the process, and request him to go to another. It is, of course, desirable to do this as little as possible; as it discourages. If a young teacher has prepared his lesson properly, all the parts of it will hang together; and he will be sorely put out if told to alter his course.

In the above supposed case, where, simultaneously with the first-year pupil-teacher's reading lesson, a second-year pupil-teacher's writing lesson is going on, a better plan will be for the inspector to hear the reading lesson, say for eight minutes, then to go for twelve minutes or so to the writing lesson, and to return for the remaining ten minutes to the reading lesson. And this kind of thing should be done as much as possible; the great object in inspection, as distinguished from examination, being to disturb the order of the school as little as possible.

On reaching the class-room, or part of the school-room, where the reading lesson is beginning, the inspector, having regard both to the pains which have been taken by the principal-teacher in training his pupil-teacher, and to the diligence and aptness of the lad himself, will observe such things as these, in addition to those already noted for a candidate:

First—Does he place himself where he can duly see, hear and be heard? The class should be so arranged, and he should be so far off from it, that he can see every child in it with a movement of the eye only, by just raising the eye from the book. No child should be so placed, nor should he so stand or sit, that he is obliged even to turn his head to look at any one child, still less to turn his body. He should have a little desk in front of him, on which he may place his book and any preparatory notes he may have made—so as to have his hands free. On the other hand, he must not be so far off as to be obliged unduly to raise his voice to make himself heard, or as that he cannot easily hear the furthest child in the class reading in his natural voice. Under no circumstances must he move to his scholars, or touch them, but must control them with the eye; and the inspector, if he has with him his notes of what he was as a candidate, will look to see what progress he has made in the use of the eye.

Secondly—What are the relations between him and his class? Has a year's apprenticeship produced a reserve on his part towards his former fellow-pupils, and a respect on theirs towards him? Do they watch his eye? When he speaks

is he attended to? The inspector will, of course, inquire carefully how long he has been in charge of this particular class. Is he ready and full of resource when a hitch or difficulty occurs in the lesson? For example, when a child is unable to master a word or phrase, does he understand how to get forward without telling or helping him too much? Does he keep all the class at work? For example, by questioning, and by requiring the better readers to help the worse; [and by not putting the children on to read in regular order.

Thirdly—Does he understand the proper use of simultaneous teaching? Nothing will show better than this whether the principal teacher has taken any pains to train him during the year, and nothing, in teaching reading, is more important.

A reading lesson, which is designed to last half an hour, should be conducted somewhat in the following order:

(1). *Fifteen minutes.* (a) The teacher reads a passage aloud, the class listening. (b) He then reads it aloud by a few words at a time, the children reading after him simultaneously, and imitating his voice, inflections and pauses as exactly as possible. (c) The children then read it aloud simultaneously. He stops them, and corrects them, if any portion of the class are working badly; and sometimes makes one portion of the class, sometimes another, go on alone without the rest. (d) This process is repeated until time expires.

(2). *Ten minutes.* He puts on the children individually in the passage which they have been reading simultaneously, and in other passages, taking care to make the worst readers go on oftenest, and calling attention to the merits of the best readers.

(3). *Five minutes.* He questions rapidly on the matter and text of the lesson, making the children answer by hands or by some other sign, and not allowing them to answer simultaneously.

Suppose, then, that, as suggested, the examiner listens for eight minutes to the first of the above-described processes, then goes to see for twelve minutes the writing lesson of the second-year pupil-teacher, and then returns for ten minutes to hear part of the second and the whole of the third processes of the reading lesson, it is clear he will have been able to form a good notion of the sufficiency of the pupil-teacher in all parts of the work of giving his lesson.

Fourthly—Does he use provincialisms, or avoid them, and check the use of them in his scholars?

Fifthly—Does the lesson show any signs of having been prepared beforehand? Many teachers will not think it worth while to prepare a reading lesson beforehand. They will take the trouble to prepare a geography or grammar lesson, but not a reading lesson. This is a mistake. Lessons in the elements, as well as lessons in the higher subjects, should be carefully prepared beforehand.

For example, the teacher should not only have settled beforehand what lesson in the reading-book he will take with his class at the time appointed for the reading lesson, but should have selected the passage or passages in that lesson most adapted for simultaneous teaching, should have noted difficult words—that is, words liable to be mispronounced or misunderstood—and thought of the general nature of the remarks he will make on those words; and should have settled in his mind a line of questioning with which to conclude the lesson.

Preparation of such an elementary lesson as a reading-lesson, is, of course, more necessary in the case of a young pupil-teacher than of an experienced teacher, because he will probably himself be liable to commit many of the faults and fall into many of the mistakes which his class will make. Indeed, it is difficult to see how an ordinary first-year pupil-teacher can usefully give a reading lesson without such preparation.—*School Inspection.*

For the NEW YORK SCHOOL JOURNAL.

The Press and the School.

The bravest soldiers are known to quail when entering on their first battle—or Napoleon's "baptism of fire,"—therefore young teachers need not wonder if they are a little timid when they first take charge of a School. It is so very mean to use this timidity against a young teacher, which is sometimes done, that teachers, as a body in a county or a city ought to be able to meet this and many other evils with which they have to contend. Doctors, lawyers and others find by experience that in union is strength, and accordingly unite to set themselves before the public in their best light and with their best ability. Of all the means that can be used for the teacher's comfort and benefit, the press is first. Our progress in everything is so rapid that every public employment must have new modes of supporting its members, or they will fall in the shade.

Without exhausting this subject, or pretending to give more than an introduction, we propose a practical plan, a very simple one, to place the teachers of a given locality in

their proper place as public men. All our theorists aim at the summit; our aim is the mountain breast, where we can repose among birds and butterflies, trees and shrubs, flowers, shade and sunshine. Knowing, as we do, by experience, that only two per cent. of our pupils can, under the most favorable circumstances, be brought higher. This may be thought debatable, this is not our object. Knowledge is gained in debate, but this is opened for other objects.

A county, say, contains 100 good teachers, ten of these formed into a committee to edit the printing-matter for the whole ought to be able to take hold of the public mind, old and young alike, discuss, describe, invent little problems for children, keep all subjects within due limits, make the matter and keep it non-political, highly religious, non-sectarian, non-infidel. Let it not be tinged with local or existing scandal, or with the jealousy or petty ambition of teachers: this last is a bad rock, as some—and so many—are imperious, jealous, in fact mean, that they cannot and will not work in union with others for the common good.—What! if a teacher excel in one department—no one excels in all—is that a reason that he must rule? Or if he cannot rule that he will obstruct or break up a worthy board working for a laudable purpose.

The question would naturally arise here, can this be done? The thing is possible. Any editor of a paper at the principal location, say the county-seat, if he get a column or two of well-digested, well arranged matter, will keep his paper open as long as they are worthy of it. A nice report of a village-paper of an examination with some of the names of those who excel will do more to gain the respect of parents, win the love of children, make the school what it ought to be, than any other means that can be devised.

There is no man, presenting himself to the public, labors under so many and so severe disadvantages as a good teacher. He may be eloquent, he may not—he may be a good penman, he may not—a merchant can exhibit his wares, a lawyer his legal lore, a doctor his skill in medicine, a mechanic the proof of his skill—all these can exhibit to the eye or ear—but our standard teacher, Henry Hudson, has nothing but a noble bearing, a consciousness of ability, a love for children, a hatred of favoritism in the school or any base act. We know and feel ashamed of our knowledge that such a man is often set aside for a mere loud, one who can dress and gab, and address himself to the vanity of mothers, and take advantage. It may be, of the jealousies of the place to obtain a term's work.

A column or two of good matter in the weekly paper would, in such cases, give the parents a good idea of the ability of the teacher. If the subject is worth attention, let us have other minds give us more encouragement on this one subject.

J. HUGHSON.

TO TEACHERS IN VACATION.—If you are tired from thought, study and professional work, and would like to spend your summer where you can gather up vigor by building up your nervous structures, which your professional pursuit so decidedly wears away; permit me to recommend to you to come to Our Home On the Hillside, Dansville, Livingston Co., New York. It is the largest hygienic institution in the world, and is a most desirable place, not only for invalids of all classes, but for tired, worn, weary, nerve taxed persons. *Special rates made to Teachers.* The best of references and full information given, free of cost. Leave science, literature and professional ambition behind, and come to eat, drink and sleep, and when awake to enjoy nature, and you will go back flush in health when school opens in the fall. Address as above James C. Jackson.

THE Midsummer holiday number of the *St. Nicholas* is most interesting. Among the principal stories are: A Village of Wild Beasts; the Blue-Coat Boy; His own Master, by J. T. Trowbridge; a Summer Ride in Labrador; and the Swooping Eagle's first Exploit. Jack in the Pulpit preaches to his young readers about pressing flowers, discontent, the tears of St. Lawrence, and Robin Hood Clubs. The Letter-Box contains pleasant letters from the young-folks, and the poems scattered throughout the paper are unexceptionable.

TWELVE pages of the September *Wide Awake* will be devoted to No. XII. of the Poets' Homes Series, R. H. Stoddard this time being the subject. It will be illustrated by a view of Mr. Stoddard's library, portraits of Mr. and Mrs. Stoddard, and one of their son, Master Lorimer who is the "Lolly Dinks" of Mrs. Stoddard's charming book, *Lolly Dinks and his Doings.*

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AND

EDUCATIONAL DIRECTORY.

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NEW YORK, AUG. 25, 1877.

The columns of the JOURNAL are open for discussions of subjects pertaining to education. Let those who have practical skill communicate it to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who should be interested in education, and urge him to take it also.

A NEW IDEA.

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We want the teachers to tell their pupils about the SCHOLAR'S COMPANION, and encourage subscriptions. In this way they can drive out the trash that the boys now keep hidden behind the desks and read when the teachers suppose them to be studying. All who have good things for it will please send them along. Write to us; give your ideas frankly. Address

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Advance.

With the re-opening of the schools, a new year of work is before the teacher; and it is a question of moment to his pupils, if not to him, how he will enter upon his duties. We may as well speak plainly upon this matter as doubtfully and hesitatingly. There are no small number who will come back only to turn the machine round from 9 A. M., to 3 P. M., at its old rate. It will creak frightfully at every joint, but what then, he is keeping school and will get his pay. He has his eye on a sniv business ahead he

intends to go into, as soon as he lays up sufficient money. To such, we would cry out *advance*. Leave this ground so dangerous and so enticing. For the good of your pupils hasten from it. Carry on the school for the good of the pupils solely, and lose sight of yourself.

And again, those who have unselfishly labored until the heated days of June were upon them must not be satisfied with the past. Advance the new class to heights new if not more elevated than those reached by the old. This will require new and fresh thoughts. Have you stored your mind with these? From all sources draw the materials for inspiring your pupils. Advance.

Good Words.

I am a constant reader of the NEW YORK SCHOOL JOURNAL, which, I think, is doing a thorough work,
G. A. BROWN.

You certainly deserve credit for the excellent paper you give us.
M. R. BRIGHAM.

Allow me to say that the JOURNAL is a great source of pleasure and profit to me.
D. D. OLNEY.

I hail the JOURNAL, and wish it all success. It is a good paper for us.
R. C. WYMAN.

I must say that no paper has improved like the JOURNAL.
J. FAULD

Grammar School No. 44.

We have before us an interesting souvenir of school days in 1856, in the reprint of the addresses of Andrew W. Leggat and Lemuel W. Parkes, the President and Secretary respectively, at the time, of the Board of School Officers of the Fifth Ward, of this city, delivered to the graduating classes of Ward School No. 44.

No. 44 has had a notable history. It was the first that presented diplomas to its graduates; the first also that used a piano, the members of the Board of Trustees paying for it.

Mr. Andrew W. Leggat has been noted for more than a quarter of a century for his efficiency in behalf of education; he has given freely of his time, thought and money to advance the course of free education. We ask ourselves, "Does this class of earnest, self-denying men still exist?" We fear that the old spirit is passing away, with those that gave it birth; the early struggles for free education in this country were like the battles of Bunker Hill and Saratoga. They were conducted by men who loved and valued the high privileges that education confers on the human mind.

The addresses before us are replete with the noblest counsels to the young graduate; better things could not be said to-day. It would seem that no advance has been made on the power to utter in the purest diction, the counsels of the mature mind to young persons just emerging from their school-rooms, and entering upon scenes where they might need perpetually to hear the echo of anxious and loving voices of the friends they had left behind.

The Principal of the Male Department of No. 44, in 1856, was William Belden, a man of remarkable presence and of extraordinary powers of mind. He has passed away. The principal of the Female Department was Miss Jane A. A. Ebbetts, and she still remains at her post earnestly and faithfully discharging her duties. Miss Frances A. Comstock, then principal of Primary School No. 35 is principal of Primary School No. 11, in Vestry street.

The pupils and graduates of this famous school may be found in all walks of life; well has it fulfilled its mission, and still does its noble task of benefiting the young, and long may it continue to do so.

Reading for the Scholars.

The good teacher lives in her pupils. How shall she arouse the highest and best motives? How cause them to love and seek the True and Beautiful and the Good? Over these questions she ponders day and night. It will not do to preach, for this she sees is apt to tire, nor to scold, for that hardens. She knows there is but a single road;—fill the mind with good thoughts and fix the attention of the pupils upon them. If this can be done, study will be easy. To force only dry and solid facts into the young mind soon fills it with weariness.

Pupils will read, and it is of the highest importance that they read good books. The trash, the worse than trash that is published under a variety of names, but all aimed at the scholars of our schools, must excite alarm in all minds. If Washington had read these things we doubt whether he would afterward achieved the proud title of "the Father of his Country." If this noble republic of ours is ruined, historians will certainly state as a prime cause, the flood of evil literature that is put into the hands of the children. But the pupils must have something to read beside the text-books, that all teachers recognize.

Having learned much on this subject from the earnest men and women who are teaching in the New York City Schools, we have been led to the determination to publish the SCHOLAR'S COMPANION. In this work we ask the aid of every teacher.

What the Teachers can Do.

The teachers will gladly welcome this journal that will supplement and lighten their labors. Letters are before us asking, "What can we do?" Let us suggest a few things:—

1. Give us your views as to the materials of which it should be composed. Criticise briefly and fairly the articles admitted. If they be suitable, say so; if not, say so.

2. Those who have selections or can contribute just what will take among the scholars, and benefit them, will kindly forward them to us.

3. We want the names of good scholars, the reasons of their excellence. For instance, if Mary Smith spells one thousand words without missing, or attends without missing a day, or does some brave act, or writes a good composition, or poem, or receives a medal or prize, will you not write and tell us about it, briefly and nicely?

4. We want good dialogues, recitation, etc. Many of the teachers have such as have been brought out or recited once, and we ask them for our pages that others may reap the benefit.

5. We want stories that will interest and improve the scholars. No tales that lead the boy after reading, to hate his school, disobey his teachers and parents and expect to succeed in life, are wanted,—those only that will make him better, more obedient, and self-denying.

6. We want interesting questions in all the studies pursued in our schools. We intend to make it serviceable in arousing an interest in the school and the class-room and the teacher.

7. Finally, teachers, you can tell your scholars about it and heartily encourage subscriptions to it. If we should start a whiskey shop, in Warren street, we should find plenty of friends, and pecuniary help; one would send another and it would pay handsomely. Shall we in our earnest and conscientious endeavor to make the "SCHOLAR'S COMPANION" a beam of light in your Schools, have your hearty co-operation? We think we will. Do not like the Levite pass by on the other side and wait to see if it is going to succeed before you take hold. We want your help on the first number. See what a live and true man away in Pennsylvania does and go there and do likewise.

Death of Hiram M. Sanborn.

PRINCIPAL OF M. D. GRAMMAR SCHOOL NO. 10.

It is a painful duty to write down that this good man is dead. He so seemed the picture of endurance and health that it almost appeared impossible for him to die, and yet he is really no more. He left this city for his father's residence, in New Hampshire, July the 4th, and not long after began to show signs of a diseased and impaired brain; it was soon seen that he was beyond medical help. His disease made rapid progress until the instant when he expired.

Mr. Sanborn, as a teacher, was a remarkable man. No one of the corps of excellent and devoted men in the New York Public Schools surpassed him. He was surrounded with a class of patrons who were poor, the reputation of Wooster street and the vicinity, is as bad as it can be, and yet in the face of these difficulties he built up an excellent school. He did nothing for show. The real progress of his scholars was the only object he had in view, and his assistants well understood this. At the closing exercises in June last, the music was not learned by rote but by note. This shows the character of the man; earnest and sincere himself, he tolerated no thought of varnishing his pupils.

We have often visited No. 10, and always with pleasure. Our pages have borne witness to our satisfaction, because we saw that the real results of a thorough education were being sought for. His assistants understood him and co-operated. His pupils knew that Mr. Sanborn was their real friend, and many of them under most discouraging home circumstances, kept up a regular attendance believing in his assurance that an education was the best inheritance for them.

Mr. Sanborn was a member of the Board of Education in Jersey City, last year, and did an excellent work in planning out a Course of Study. He gave much time to his work on the Jersey City Schools, and was held in high estimation by his fellow members. As a man, as a friend he won admiration; he was consistent, sympathetic and helpful. In him were united those solid and enduring qualities that render men respected and beloved.

AMOS M. KELLOGG, Esq.

I enclose you the following resolutions for insertion in the NEW YORK SCHOOL JOURNAL.

At a meeting of the teachers of the Male Department of G. S. No. 10, held at the school building, on Monday, Aug. 20, 1877, the following preamble and resolutions were unanimously adopted:—

Whereas: It has pleased Almighty God, in His infinite wisdom, to remove suddenly from his sphere of usefulness our late beloved Principal, Mr. Hiram M. Sanborn,

Resolved: That we, his late associates, while bowing submissively to the Divine will, deplore his loss—remembering his many amiable qualities—his benevolent disposition, warmth of heart and brotherly sympathy,

Resolved: That we deeply sympathize with his bereaved wife and son in this their hour of severest trial—praying that God may indeed in their case, prove a husband to the widow and a father to the fatherless in their affliction,

Resolved: That in the awful suddenness of this dispensation of Providence we are forcibly reminded of the uncertainty of life, and of the necessity and importance of giving due heed to the admonition—"Be ye also ready,"

Resolved: That the platform of the School and its surroundings be draped in mourning for a period of not less than thirty days,

Resolved: That a copy of these resolutions (suitably engrossed) be forwarded to the family of our deceased friend, T. G. WILLIAMSON, Vice-Principal.

New York, August 20, '77.

AMOS M. KELLOGG, Editor of the N. Y. SCHOOL JOURNAL: Dear Sir:—Hiram M. Sanborn, Principal of M. D. Grammar School No. 10, is dead! Doubtless you have seen the announcement of the fact, in the daily papers, and will notice it in the SCHOOL JOURNAL.

I have (accidentally) heard to-day, that a meeting of the Teachers of No. 10, was held to-day, and, owing probably to my being only a Special Teacher in No. 10, I had no notice of the same; nevertheless, I would heartily endorse, all that was said and done at the meeting.

To the widow and son of Hiram M. Sanborn I would tender (through the SCHOOL JOURNAL) my most heartfelt sympathy. Their loss is one felt by many, and the knowledge that he was loved by others, must be a consolation to them.

Mr. Hiram M. Sanborn, was a noble hearted man, mistakes, he made, doubtless, who has not?—But they never, never, were of the heart!

I know, that as Principal of No. 10, he has proved himself a friend in need, and a friend indeed, to his Teachers!

Personally, I considered Mr. Hiram M. Sanborn, my friend, and I mourn his loss.

Very Truly Yours, E. MILLER.

Drawing Teacher in the 15th and 18th wards.

THERE is to be an effort made by the Commissioners to regulate some matters that have been neglected. A leading member of the Board of Education says, that the fitting up of the Principals' rooms, is in excessive excess. Some are fitted up in elegant style, quite in contrast with the plain and democratic style prevailing in other wards. No. 8 is said to excel all others.

The next thing is in regard to appropriations for repairs. Between 60 to 70 cents per pupil is allowed without reference to the fact whether the ward is filled with new or old buildings. So that the Trustees lavish it away in the one instance and in another they are put to their wit's end to make the buildings decent.

Another thing is in respect to paying clerks. These are now compensated in proportion to the attendance of pupils. This gives some a handsome addition to the salary, while in other cases when the work is just as hard, a small fee only is received.

THE school buildings have all been examined by the Board of Health, during the vacation. It would be a good plan if they could be examined by them when the schools are in full blast. There are many abuses that should be corrected in respect to the proximity of the water closets to the recitation rooms, and the total neglect to use disinfectants.

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I fear that I am in the wrong field when I endeavor to portray the practical wants of a teacher. I know well enough, however, that a teacher to succeed must have tact; which is, indeed, a peculiar faculty.

A teacher can encourage one scholar while at the same time, she may in a quiet way, and without seeming to do so, hold the bold, fearless child in the back-ground.

Teaching is as much a profession, or ought to be so considered, as that of the doctor or lawyer.

A natural teacher is one who can see quickly a point; one who can read character at a glance, as it were. Such a teacher is at home in her school of fifty scholars. She has the power of knowing well the different kinds of soil in which she is to plant her seeds of knowledge.

In some, her seeds will take root and grow luxuriantly, while in others there must be something to aid; something to contribute strength; they must be enriched by ideas and thoughts from the teacher herself.

A successful teacher is, indeed, a sunbeam in a school-room. For children, the rules, and high state of discipline serve as darkness, and shade; then the teacher, acting as the sunbeam throws the light upon their minds, and thus they grow strong and vigorous.

Humanity like the vegetable kingdom, requires both the light of the day and the darkness of night; both are equally essential.

Then, teachers, let your scholars learn to realize that you are their sunbeam, and that the rules of order and rectitude are equally essential to their moral life and mental culture.

In a certain western town, there once lived a boy seemingly dull and stupid; by the constant droppings of discouraging words from both teachers and parents, this child grew to imagine himself the next thing to a fool; at the age of twelve, he was void of energy, or ambition. One summer an uncle came from a distant city, to make a short visit; during the second day of his stay, seeing this boy loitering about in a shiftless sort of way, said to him:

"Why are you not in school?"

"Cause, I dont want to be, they all say I 'cant learn."

"But is this true? You can learn if you try; can you not?"

"Oh, no I 'cant, I know I 'cant 'cause they all say so, and I guess they ought to know."

"Who, or what do you mean by all?"

"Well all the teachers, and our folks."

"How would you like to go home with me, Frank?"

"Well I guess it would be kinder jolly."

"I will ask your mother, and if she thinks best, I'll take you with me to E—."

On consulting both parents it was at last decided that Frank should accompany his uncle home.

The parents feeling that a great responsibility and care had been taken from them, while the uncle was pleased to take such a care, because he could see in the boy the elements of a good mind and character.

Twelve years from that time, I saw this same boy occupy-

ing a most responsible place in his uncle's store.

A brighter, wiser, more active business man than he seldom takes his place at the head of any business firm.

But where would he have been—were it not for the encouragement from the wise uncle? In all probability still echoing the sentiments of his foolish and short sighted teachers and parents, who said, "you are a know-nothing, and stupid at that."

MINNESOTA.

MAUCH CHUNK, Pa., Aug. 18, '77.

Gentlemen:

I should be pleased to receive a sample copy of your SCHOLAR'S COMPANION as soon as it is published. I have received your SCHOOL JOURNAL for the last two years, and no better educational journal finds its way on my table I predict a success for the SCHOLAR'S COMPANION if it is half as good as the SCHOOL JOURNAL. We want a good sound paper for our school-children.

To the Editor of the NEW YORK SCHOOL JOURNAL.

A few remarks on Problem 10, page 5, in your July No., may not be out of place. The cistern forms a geometrical figure; as well as I can glean from the data—either the frustum of a right-pyramid or the frustum of a wedge. The language of geometry is so exact that any change from it grates on a geometrical ear.

1. "A rectangular cistern" describes nothing. a rectangle is applied to surfaces only.

2. "Rectangular space" is defective as a geometrical term.

With all respect, it looks like a problem put by an arithmetician.

LINDLEY MURRAY.

To the Editor of the NEW YORK SCHOOL JOURNAL.

Accept the enclosed lines as a token of regard from a reader of your paper. The lines may halt a little, but my interest in your useful work does not.

M.

Alyssum flowers, are white and fine.

Morning Glory, attempts to twine,

Oxalis, blooms, of pinkish hue,

Snow Drops, tipped with morning dew.

Mignonette, wafts sweetest air;

Knot Grass, ties the bouquets fair.

Elder, hangs with berries brown;

Lillies, form a fitting crown.

Lilac, screens a pretty bower;

Oleander, tries to tower.

Gentian fringes, graceful fall;

Golden Rod smiles, upon them all.

(We thank our fair correspondent for the above lines. Her interest in the JOURNAL is a constant source of encouragement.—ED.)

BOOK NOTICES.

HIGHER LESSONS IN ENGLISH. A work on English Grammar and Composition. By Alonzo Reed, A. M., and Brainard Kellogg, A. M. Clark & Maynard, New York.

We have steadily advocated in the columns of the JOURNAL a total reform in the methods of teaching the English Language. The present mode in most of the schools is not only senseless, but positively harmful to the pupil. Teachers are well aware of this, but are unable to change the plan. The authority who examines a schools will ask the stereotyped questions, "What is a noun; how many kinds are there?" and so through a long list, as though it was any matter whatever to a young child that the names could be given to the parts of speech. There are fashions that will prevail in the school-room long after their uselessness has been demonstrated; it has been a fashion to set young boys and girls at the task of committing definitions and rules in grammar, and it has been supposed that it would be impossible to educate them without these tedious processes. Certain schools have been termed "Grammar Schools" because this barbarous process was begun and carried on within them.

There is a great deal to be said in favor of teaching the correct use of language. In fact that has been neglected, in a manner remarkable to foreigners. We have had the spectacle of youth who could *parse* English but could not *speak* it! Within a few years several volumes have been issued for the press that propose a different plan. The first volume by these authors, "Graded Lessons in English" we reviewed with favor in these columns, because it was a movement in a right direction.

This second volume, proposes to continue the methods begun in that volume and if possible to complete it. What those methods are may be easily shown. There are three ways in which Grammar (meaning by this a knowledge enlightened or technical of the English language) is taught. The prevailing method is the memorizing method. Here the poor pupil is set to learn names, definitions and rules, "fine print" as well as coarse, and if he can, by means of

inherited powers of memory, associate question and answer so as to give one when the other is put, he is a fortunate being. The miseries endured by the grammar classes might be allowed after due commiseration if they were of any use.

The second method was one invented, or at least perfected by Prof. Greene, of Rhode Island; it has been termed the "analytical method." It had a great run for a time, but was no better than the old method. Sentences were duly named, separated into parts, and yet one who could analyse perfectly spoke very imperfectly.

There is one method only to be pursued in all studies namely, the natural method. Language is a thing we use constantly in speaking, and lessons should be given in it by the parents and teachers daily to secure beauty, force, clearness and accuracy of expression. In later years, written languages should be subjected to the same methods, and in doing this a knowledge of the general structure of sentences must first be given; afterwards a moderate knowledge of the relation of the words of phrase and sentence.

The book before us proposes the later method, or what may be termed "new" method, hence it is, on that account alone, a great advance on the "grammars" in ordinary use. But it has systematically set out in the "new departure." It employs diagrams, teaches the correct use of capitals, punctuation, and position of words; and in all proceeds with by gradual steps.

FACTS AND FIGURES FOR MATHEMATICIANS. By Lawrence S. Benson, 149 Grand st., N. Y.

This treatise shows that the ordinary methods used by geometers to determine the properties of the circle are incorrect. Teachers and all those who are interested in mathematical matters may find in it something for reflection.—The world moves, as the saying is, and if Mr. Benson has made the discovery which he claims, this age may gain by the investigations which he has evidently bestowed. At any rate, teachers should look into the points which he presents, as some of them are indeed new and ingenious. The pamphlet is thirty cents only, and contains twelve diagrams.

REMINISCENCES OF FROEBEL. By B. VonMarenholz Bulow. Translated by Mrs. Horace Mann. Lee & Shepard, Boston.

We hail with delight the appearance of this volume. The readers of the JOURNAL have seen our constant efforts to present the ideas of this remarkable man, and hence will welcome extracts from the volume to show its drift and purpose.

"MY FIRST MEETING WITH FROEBEL."

In the year 1849, at the end of May, I arrived at the Baths of Liebenstein, in Thuringia, and took up my abode in the same house as in the previous year. After the usual salutations, my landlady, in answer to my inquiry as to what was happening in the place, told me that a few weeks before, a man had settled down on a small farm near the springs, who danced and played with the village children, and therefore went by the name of "the old fool." Some days after I met on my walk this so-called "old fool." A tall, spare man, with long gray hair, was leading a troop of village children between the ages of three and eight, most of them barefooted and but scantily clothed, who marched two by two up a hill, where, having marshalled them for a play, he practiced with them a song belonging to it. The loving patience and abandon with which he did this, the whole bearing of the man while the children played various games under his direction, were so moving, that tears came into my companion's eyes as well as into my own, and I said to her, "This man is called an 'old fool' by these people; perhaps he is one of those men who are ridiculed or stoned by contemporaries, and to whom future generations build monuments."

The play being ended, I approached the man with the words, "You are occupied, I see, in the education of the people."

"Yes," said he, fixing kind, friendly eyes upon me "that I am."

"It is what is most needed in our time," was my response. "Unless the people become other than they are, all the beautiful ideals of which we are now dreaming as practicable for the immediate future will not be realized."

"That is true," he replied; "but the 'other people' will not come unless we educate them. Therefore we must be busy with the children."

"But where shall the right education come from? It often seems to me that what we call education is mostly folly and sin, which confines poor human nature in the straight-jacket of conventional prejudices and unnatural laws, and crams so much into it that all originality is stifled."

"Well, perhaps I have found something that may prevent this and make a free development possible. Will you," continued the man whose name I did not yet know, "come

with me and visit my institution? We will then speak further, and understand each other better."

I was ready, and he led me across a meadow to a country-house which stood in the midst of a large yard, surrounded by outhouses. He had rented this place to educate young girls for kindergartners. In a large room, in the middle of which stood a large table, he introduced me to his scholars, and told me the different duties assigned to each in the housekeeping. Among these scholars was Henrietta Breyman, his niece. He then opened a large closet containing his play-materials, and gave some explanation of their educational aim, which at the moment gave me very little light on his method. I retain the memory of only one sentence: "Man is a creative being."

But the man and his whole manner made a deep impression upon me. I knew that I had to do with a true MAN, with an original, unfalsified nature. When one of his pupils called him Mr. Froebel, I remembered having once heard of a man of the name who wished to educate children by play, and that it had seemed to me a very preverted view, for I had only thought of empty play, without any serious purpose.

As Froebel accompanied me part of the way back to Liebenstein, which was about half an hour's distance from his dwelling, we spoke of the disappointment of the high expectations that had been called forth by the movements of 1848, when neither of the parties was right or in a condition to bring about the desired amelioration.

"Nothing comes without a struggle," said Froebel; "opposing forces excite it, and they find their equilibrium by degrees. Strife creates nothing itself, it only clears the air. New seeds must be planted to germinate and grow, if we will have the tree of humanity blossom. We must, however, take care not to cut away the roots out of which all growth comes, as the destructive element of to-day is liable to do. We cannot tear the present from the past or from the future. Past, present, and future are the trinity of time. The future demands the renewing of life, which must begin in the present. In the children lies the seed-corn of the future!"

The following anecdote gives an idea of his warm heart and his forgetfulness of self.

"Froebel came home one day much heated by a walk in the neighborhood, and wished to change his clothes. When his wife opened the wardrobe she exclaimed with alarm, 'The closet is almost empty! thieves have been here.' Froebel answered, laughing, 'I am the thief!' And he told her that the inhabitants of a neighboring village which had been destroyed by fire had been there that morning and asked for assistance, and as he had no money, he had felt obliged to give them some of his effects. This warm heart was often concealed under a harsh and rude exterior, which is usually the case with those who work most deeply, working inwardly. Children are the least disturbed by this, and know by intuition the hearts that love them. When I went with Froebel through the village streets, the children of the cottages came running to him from the doorsteps, as to their own father; even the smallest, who had hardly learned to walk, clung to him, and accompanied him to some distance. With what love he embraced the little ones! It shone from his eyes and attracted their hearts magnetically. It was the love of humanity, whose germ he beheld in the children. His words, uttered on such an occasion, 'I see in every child the possibility of a perfect man,' made an undying impression on me."

His ideas are not always clearly stated. The following, on page 72, is a better setting forth of his thoughts than we have found elsewhere for the same space.

"The beautiful is the best means of education for childhood, as it has been the best means for the education of the human race. Look, here are my forms of beauty." And he unrolled a long strip of paper on which was lithographed a series of figures, quite simple and symmetrical, copies of the forms laid by the children with delight, with Froebel's eight cubes. "These forms, in spite of their regularity, are called forms of beauty. The mathematical forms, which I designate forms of knowledge, give only the skeleton from which the beautiful form develops itself. Look at the figures on the old Egyptian buildings; they are always straight lines which show mathematical relations. Not until you get to the curve line, which came forth later in the development of art, do you have beauty of form. I take the same course in my educational method. Symmetry of the parts which make up these simple figures gives the impression of beauty as harmony to childish eye. It must have the elements of the beautiful before it is in a condition to comprehend it in its whole extent. Only what is simple gives light to the child at first. He can only operate with a small number of materials when he is beginning to make forms, therefore I give only eight cubes for this object. But the material for making forms increases by degrees, progressing according to law, as nature prescribes. The simple wild-rose existed before the double one was

formed by careful culture. Children are too often overwhelmed with quantity and variety of material, that makes formation impossible to them. And where shall we take the rule, if not from nature? We mortals can only imitate what the dear God has created, therefore we must make use of the same law according to which he creates."

"With this law I give children a guide for creating, and because it is the law according to which they, as creatures of God, have themselves been created, they can easily apply it. It is born with them, and it also guides the animal instinct in its activity."

"You see," he went on, turning with shining eyes to the company, "the time has now arrived when men are coming to the consciousness of their own being and of the law which rules them, and according to which they are active, therefore the earliest childhood must be guided according to this law, and at first in the activity of play. Consciousness of the law is only prepared for by action and the application of the law. Unconsciousness is raised to consciousness chiefly by action."

THE July number of the *Wide-Awake* contains the first part of a new story by Sophie May, Child Marion Abroad; Behaving, or Papers on Children's Etiquette; Daughter and I, by Mrs. Helen Tracy Myers; and several other interesting articles. The *Wide-Awake* Science Club has proved to be a most delightful thing for the boys, as has also the Tangled Knots, which is under the care of Kit Clinton.—Something about Sail-boats is a timely article that will delight the sailor-boys.

THE 34th thousand of Prof. Mathew's remarkably successful book, "Gettling on in the World," is now ready.

To the Editor of the NEW YORK SCHOOL JOURNAL.

"Blue-glass," as a catholicon, being "seen through," just now—under that blue light of heaven which promises a panacea for all disorders, even "blue-devils"—we legitimately fall back, for sensation, on that venerable problem, "squaring the circle."

If the new Bensonian mathematics be made coherent, it may prove the "point d'appui" for a geometric-bridge stronger than "pons asinorum," which Prof. Benson so diametrically "a-butts" against, that our peers, who sustain old Pons, are becoming "shaky." I do not propose to "butt" at any time-honored Euclidian demonstration, but I may venture a word or so, through the SCHOOL JOURNAL; because, if light is to be sought anywhere, it ought to radiate from such a constituency of torch-bearers as you are leading with your editorial fax lucens.

Prof. Benson's figure, in your last number, is an ingenious reduction of fractions to decimals, and by arithmetical inversion, accomplishes a result which geometry only aids by its inscribed lines. Capious disputants, jealous of what they term exact science, refuse to submit to arithmetical test; and hence Prof. Benson and his opponents, like sappers and miners, dig parallel rifle-pits, to shoot from, without approaching one another. Yet, what is possible through arithmetical computation ought to be demonstrable by geometric mensuration: and the reason it is not lies in geometry herself. When a scientific method, assuming to be exact, confesses to a solecism somewhere, that precludes the discovery of its own radix, through its own formulas, there must be "a screw loose" in that method. Geometers declare that the square of a circle cannot be found. Prof. Benson takes issue with geometers on this admitted solecism, and they pounce on him relentlessly without disproving his claim that a science which blunders ought to be tested by a another science which does not blunder. Prof. Benson calls in mechanics to prove by practical mensuration the correctness of his assertion that a circle $3\frac{1}{2}$ diameter equals a square 12.12 perimeter. Geometers, with the fact demonstrated by quantic computation before their eyes, ignore their eyesight and assume some suppositious \times , to deny a $= \times$.

Now, if it be true that Anglo-Saxons like fair-play, why does not some American Archimedes bring the light of his burning glass into focus upon Prof. Benson's position, and "smoke him out." Here is a man who, as I am informed, sacrificed a large inheritance in South-Carolina in order to visit Europe, print his theory there, and then return, to "butt" against that geometric-locomotive which has come down to us on its parallels from the age of Thales; no "strikers" interposing an obstruction till Prof. B. lifts his red-light. After a solution of his patrimony into "unknown quantities" of costly printed argument, to free geometry from self-stultifying positions, he certainly merits, from scientific resources, that courtesy which he shows himself. I shall be pleased, Mr. Editor, to see some worthy lance lifted from our public schools; and when Horatii and Curriati are overthrowing one another on "pons asinorum," and may, by your favor, interpose a right-lined spear between them.

PHILOSOPHIST.

CROSS HUSBANDS AND SCOLDING WIVES.

"Domestic infelicity," which newspaper reporters nowadays credit with playing such an important part in life's drama, is often the result of lingering or chronic disease.—What husband or wife can be cheerful, smiling or pleasant when constantly suffering from the tortures of some dread disease?—Perhaps the husband's liver becomes torpid, and he experiences bitter, disagreeable taste or nausea, has chilly sensations, alternating with great heat and dryness of the surface of his body, pain in his sides, shoulders or back, eyes and skin are tinged with yellow, feels dull, indisposed and dizzy. Through his suffering he becomes gloomy, despondent and exceedingly irritable in temper. Instead of resorting to so reliable a remedy as a few small doses of Dr. Pierce's Purgative Pellets and following up their action with the use of Golden Medical Discovery, to work the biliary poison out of the system and purify the blood, if he plays the part of a "penny wise and pound foolish" man, he will attempt to economize by saving the small cost of these medicines. Continuing to suffer, his nervous system becomes impaired, and he is fretful and peevish—a fit subject to be come embroiled in domestic infelicity. Or the good wife may, from her too laborious duties, or family cares, have become subject to such chronic affections as are peculiarly incident to her sex, and being reduced in blood and strength, suffering from backache, nervousness, headache, internal fever and enduring pains too numerous to mention, she may become peevish and fretful—anything but a genial helpmate. In this deplorable condition of ill health, should she act wisely and employ Dr. Pierce's Favorite Prescription, it will in due time, by its cordial, tonic and nerve properties, restore her health and transform her from the peevish, scolding, irritable tempered invalid to a happy, cheerful wife. Laying aside levity and speaking seriously, husbands and wives you will find the family medicines above mentioned reliable and potent remedies. For full particulars of their properties and uses, see Pierce's Memorandum Book, which is given away by all druggists.

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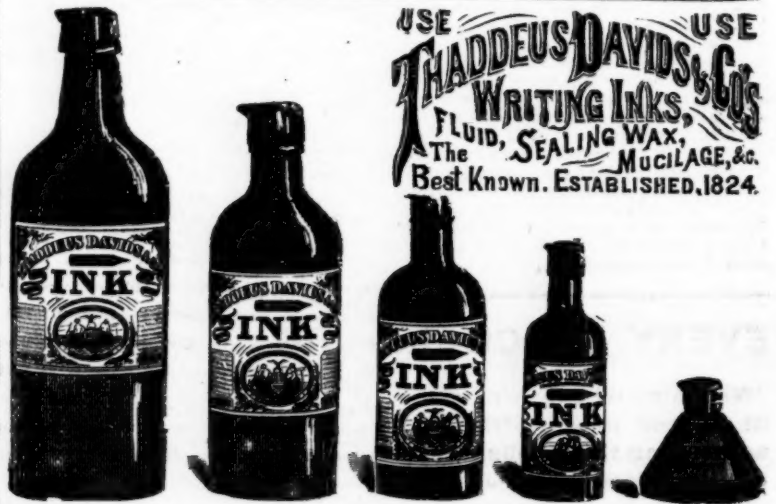
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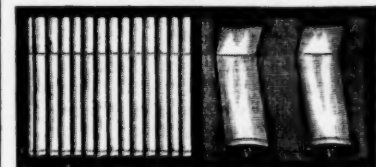
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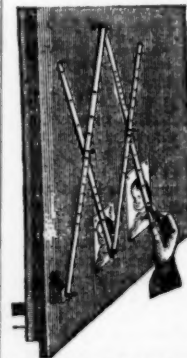
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